DOCUMENT RESUME

ED 053 997 SO 000 986

AUTHOR Weitzman, David; And Others
TITLE Proposed Anthropology Elective-One Semester. Plan I and Plan II. Grade 10.
INSTITUTION Oakland Public Schools, Calif.
PUB DATE 4 Aug 69
NOTE 26p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Anthropology, *Concept Teaching, *Cross Cultural Studies, Curriculum Guides, Grade 10, Inquiry Training, *Multimedia Instruction, Secondary Grades, *Social Studies Units
IDENTIFIERS *Anthropology Curriculum Study Project

ABSTRACT

This curriculum guide offers two approaches to the teaching of tenth grade anthropology. The first approach is a more traditional approach to the subject area presented with the idea of simply giving the teacher something to build on. The second approach follows "History as Culture Change: An Overview" developed by the Anthropology Curriculum Study Project. In addition, the authors tried to supplement the Association's material by keying readings and materials from approach one to approach two. Structurally, the anthropology courses are organized into units and broken down into content, references, bibliography, audio-visual materials, and activities. (ED 045 512 and SO 001 767 report the objectives and activities of the Curriculum Study Project) (Author/AWW)

EDO 53997

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Soc. Sci. 1969-1

OAKLAND PUBLIC SCHOOLS

Oakland, California

PROPOSED ANTHROPOLOGY ELECTIVE - ONE SEMESTER

10th GRADE PLAN I AND PLAN II

APPROVED:
Superintendent's Cabinet
August 4, 1969

SD 000 986

FOREWORD

During the spring and summer of 1969, groups of teachers worked on developing 15 social sciences courses of study. The documents prepared by the teachers are not intended to be final drafts but represent the first stage in a continuing curriculum development program. Teachers and students will be involved in the revision of the courses of study during the school year.

We have tried to make each course of study as useful as possible. Readings, transparencies, tapes, suggested guest speakers, field trips, and other types of materials have been suggested. For most courses a group of student readings and activities have been provided. The readings will be supplied to teachers in either class sets or in single copies which can be duplicated for student use. If you have any questions concerning any of the materials, call Ken Matheson, Administration Building, extension 875, 884, or 885.

We have experimented with different forms for the courses of study. In order for the courses to be changed in a meaningful manner, each teacher should react critically to the course, and be involved with the inservice and other activities planned for the social sciences courses. Inservice programs are being planned for each course. The inservice programs will be used to evaluate the course, introduce new materials, prepare for revision, and to discuss techniques and activities for the course. Watch for information on inservice early in the fall.

The teachers who helped prepare this course of study are:

David Weitzman, Oakland Technical High School
Mrs. Faye Das, Oakland Technical High School
Mrs. Janet Zerbe, Skyline High School
Donald Dinelli, McClymonds High School
Carol Robbiano, Oakland High School
Thomas Coons, Fremont High School

A PROGRAM FOR CHANGE

The following considerations have been used as guides in changing the social sciences curriculum in Oakland:

. The social sciences curriculum must be a carefully-designed program which sequentially develops concepts, the process of inquiry, and other social sciences skills.

. The knowledge explosion makes it impossible and undesirable to make the coverage of knowledge the main objective of any subject.

. While man's knowledge is changing and increasing rapidly, the way man obtains knowledge remains the same. The social sciences must therefore emphasize the process of gaining new knowledge. Each discipline should concern itself with both an appropriate body of knowledge and the procedural tools for acquiring that knowledge.

. The social sciences curriculum must develop an understanding of, and an ability to use, the major concepts of all the social sciences disciplines.

. The social sciences courses should be designed to help develop independent thinkers and responsible citizens. The student should believe that a citizen should participate in the political process. He should be willing to listen to all sides of an argument in order to make decisions according to a scientific-proof process rather than by depending on emotion or authority for his ideas. He should want to continue to learn once he has left the classroom.

. Controversial issues, a variety of points of view, and other relevant content must be part of the social sciences curriculum. The content must be used to develop inquiry and critical thinking skills rather than a means to propagandize a point of view.

. Students must be actively involved in the learning-teaching process. Techniques must be developed and used to provide opportunities for students to participate in the teaching-learning process.

. Curriculum development must be a continual process. As our knowledge increases, and concepts change, and settings become irrelevant, the curriculum must change.

. Teachers, students, and members of the community must be involved with curriculum change.

A Program for Change (Continued)

There are over 50 projects which are producing materials and techniques for the social sciences. Oakland has been and still is involved with evaluation and use of materials in such projects as:

- The Amherst Project - Committees on the Study of History
- Anthropology Curriculum Project
- Economics 12
- Civics Education Project
- Asian Project

The social sciences department has also used material developed by Dr. Edwin Fenton in the Holt Social Studies Curriculum.

The department is committed to experiment with new materials and teaching techniques. We must evaluate the new material and fit what works for Oakland into our curriculum.

*HOW ARE THE NEW SOCIAL STUDIES DIFFERENT?

Generally spea ing, the emphasis in the traditional social studies curriculum has been on the subject matter. An assumption on the part of many teachers was that students would or should, on their own, see significance, draw conclusions, and develop their values from the acquired knowledge. Today, social studies teachers realize the importance of instruction in critical thinking, inductive and deductive logic, analysis and formulation of values, and skill development.

Like the "new math" and the "new science," the "new social studies" are concerned with providing experience through which more students develop for themselves knowledge, analytical abilities, and values that are relevant to our times. Inservice training for teachers, summer institutes, use of innovations in educational technology, changes in society, and an increased awareness of the importance of social studies in modern society have all served to stimulate changes that created what we call the "new social studies."

Changes in the teaching of social studies include the use of more and different subject matter, especially from the behavioral sciences. Hopefully, this adds a meaningful dimension to the information that a student learns from history and geography. Another important change is the emphasis on a Socratic method of teaching which requires the student to investigate and think for himself in order to discover important patterns in human behavior and structure in social institutions. The best social studies teachers manage to infuse students not only with the knowledge, but the spirit of our heritage and ideals. This has been the particular goal of a new trend toward humanities courses in the social studies. Many changes are the product of research funded by the federal government, private foundations, and local school systems; and it should be noted that this great increase in the amount of research is in itself an important change. Other changes which may be part of the new social studies include the wide use of films, slides, and overhead projections which are available with an amazing array of new machinery, as well as records and tape recordings. There is an increasing use of videotapes and computers. Teaching about, and being relevant to, the knowledge explosion and technocratic revolution is also part of what makes the "new social studies" new.

*National Council for the Social Studies, NEA Publications-Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

PROPOSED ANTHROPOLOGY ELECTIVE
One Semester, 10th Grade

In order to accommodate the possible wide variance in teacher preparation, student needs, and school resources that are present in the introduction of a new curriculum offering, we are proposing two approaches to the Anthropology Elective. For the purpose of convenience we have called these two approaches Plan I and Plan II.

Plan I is probably a more "traditional" approach to the subject area and may offer a more familiar framework for the teacher new to the subject to use. References, audio-visual materials, and suggested activities have been chosen, insofar as possible, to relate to those materials at hand, either at the school source or at the resource center for the Oakland Unified School District. At the same time, suggestions for additional materials and their uses have been made in order to give the teacher options and flexibility in choice of usable resources and methods of presentation. Plan I, like Plan II, is presented with the idea of simply giving the teacher something to build on, and is by no means meant to be followed to the letter, either in content, method, or scope and sequence. Only the individual teacher can decide what will best suit the needs of given students and classroom situations.

Plan II follows the approach proposed by the American Anthropological Association in its pilot study of anthropology for the high school student, as presented in History As Culture Change: An Overview. The books and materials referred to in this plan are a portion of those currently under preparation by the Anthropology Curriculum Study Project, supported by the National Science Foundation. Plan II incorporates the use of those materials available by the fall of the 1969-1970 academic year. It is our understanding that new materials will be made available to teachers who choose this approach, as soon as they are ready. In addition, we have tried to supplement the materials by keying, insofar as possible, readings and materials from Plan I which seem to fit the approach of Plan II appropriately. While this attempt is of rather doubtful value, it is hoped that it will give the teacher a little more to work with than what has been available at the time of the preparation of this curriculum guide.

Regardless of which plan the teacher chooses to adapt to given needs, it is suggested that the teacher's manual which was prepared for the pilot study, History As Culture Change: An Overview, can be very helpful in teacher preparation, particularly for those who have minimum preparation in the area of anthropology. Because of the aid it offers the teacher, it has been referred to frequently in Plan I as well as Plan II.

TABLE OF CONTENTS

Page

PLAN I

Content for Unit I 1
Content for Unit II..... 4
Content for Unit III..... 5
Content for Unit IV..... 8
Content for Unit V..... 9
Content for Unit VI..... 10

PLAN II

Introduction..... 12
Topic I..... 13
Topic II..... 13
Topic III..... 14
Topic IV..... 14
Topic V..... 15
Topic VI..... 15
Topic VII..... 15
Topic VIII..... 15

EXHIBIT CASES AT LOWIE ANTHROPOLOGY MUSEUM..... 16

BIBLIOGRAPHY..... 17

PROPOSED ANTHROPOLOGY ELECTIVE
One Semester, 10th Grade - Plan I

Content for Unit I

I. Definition of the term, "anthropology"
(Note: The definition of the term "anthropology" is suggested in order to supply the student with a broad, general meaning of the word, and to give him a usable vocabulary tool. At this point, an understanding in depth of the term is not an objective.)

A. What is "anthropology?"

B. What are the major areas of study in anthropology?

1. What is meant by "physical anthropology?"

2. What is meant by "cultural anthropology?"
(Note: A working definition for "culture" as well as a delineation between "culture" and "civilization" should be elicited at this point.)

C. How does the cultural anthropologist study and learn about prehistoric, historic, and modern societies?

D. How can we use the methods of anthropology to learn more about ourselves?

E. How can we use a knowledge of anthropology to better relations between societies?

References for Unit I

Insofar as possible, readings will be keyed to specific parts of the unit outlines by using the identifying Roman numeral, upper case letter, Arabic numeral in that order. This means of keying and identifying will be used in presentation of supplementary bibliography for teachers and/or students, audio-visual supplements, and suggested teaching aids and student activities. Some of the filmstrips, particularly those in the Life, Epic of Man series, are identified by title and Roman numeral, followed by upper case letter. To avoid confusion, this latter identification will be placed after the title of the filmstrip.

The teacher will notice that not only the same reference book, but the same page numbers will appear keyed to different segments in different unit outlines. This is because different authors have combined elements in a more general and broad treatment of concept development; while in pursuing a more specific treatment of a conceptual development, we have broken the broad area into smaller segments. Whether or not the student will benefit by re-reading the material must be an individual teacher's decision. The readings might be handled more easily by students if they are given a specific reading list of basic materials at the beginning of each unit.

Since many terms in their anthropological connotation might be unfamiliar to

10th grade students, it is suggested that a special "dictionary of terms" could be developed through student-teacher class lessons. This would give the teacher an opportunity of determining a priori information known by students as well.

I-A: American Education Publications Unit Book (1965, 67) Anthropology in Today's World, 3-6

I-B-1: Mimeographed reprint: Leakey. Finding the World's Earliest Man
Mimeographed reprint: Benedict and Weitfish. The Races of Mankind
Stavrianos, Text, 52-62
Becker, 22-24
Eisen, (1) 2-6; 6-10

I-B-2: American Education Publication Unit Book (1965, 67) Anthropology in Today's World, 7-12
Becker, 24-34
Stavrianos, Text, 62-68; 74-86
Stavrianos, Readings, 29-34

I-C: American Education Publications Unit Book (1965, 67) Anthropology in Today's World (See reading for I-B-2.)
Stavrianos, Readings, 35-40
ACSP Student Booklet for History As Culture Change, 15-19

I-D: American Education Publication Unit Book (1965, 67) Anthropology in Today's World (Listings for I-A, I-B-2 can be referred to again.)

I-E: (See I-D.)
ACSP Student Booklet for History As Culture Change, 53-57

Bibliography for Unit I

Note: No attempt has been made to develop a definitive bibliography, but the books listed can provide the teacher some basic background material as well as supplemental material for students. Also, no attempt has been made to delineate the degree of difficulty of the reading from the student's viewpoint. It is felt that each teacher will have to make such evaluation on the basis of the ability of individual students.

Many of the books listed will be usable for the entire one-semester course. For additional readings, each school library will have listings that may not be available at all school sites but which may be better suited than the listings given here.

Ardrey. African Genesis
Ardrey. The Territorial Imperative
Baldwin, Gordon. Calendars to the Past
Beadle, George and Muriel. The Language of Life
Braidwood, R. J. Archaeologists and What They Do

Braidwood, Robert. Prehistoric Men
Cornwall and Howard. The Making of Man
Eimerl and DeVore. The Primates
Field. The Track of Man
Gabel, Creighton. Man Before History
Hogarth and Salmon. Prehistory: Civilizations Before Writing
Howell, F. Clark. Early Man
Lehrman. Race, Evolution, and Mankind
Michener, James. The Source
Simpson, George. The Meaning of Evolution
Editors of Life, Time, Inc. The Epic of Man
ACSP, History as Culture Change: An Overview, Teacher's Manual
(Supplementary notes are usable in themselves without following the suggested scope and sequence of this pilot study. However, teachers can find many usable suggestions and aids in this manual and kit which can be adapted to their own particular needs.)

Audio-Visual for Unit I

Dr. Leakey and the Birth of Man. M.P.
Prehistoric Man in Europe. M.P.
Bushmen in the Kalahari. F.S. (from ACSP Kit - has a record coordinated with F.S. Text of record can be found in teacher's manual for the pilot study.)
The Hunters (not in, but is on order for fall use)
Man on Record (a record of man's experiences from the Stone Age) F.S.

Site map from ACSP materials. It is suggested, however, that the teacher read the instructions for the use of this map in the teacher's manual for the pilot study. The object of the use of this map is to give the students a simulated experience in archaeology and anthropology.

Activities and Suggestions for Unit I

Through student-teacher planning, devise and compile a dictionary of terms to be used in the course of study. (See introductory remarks to section on Readings for Unit I, Plan I of the Anthropology Elective, Semester Course.)

Student discussions:

Relative to site map, have students pick out those items and/or artifacts which would be of particular interest to the individual "ologists"; i.e., archaeologists, paleontologists, sociologists, geologists, anthropologists.

Encourage students to speculate on their individual capacities to survive if they were set down in the Kalahari today, with no more physical equipment than that available to the Bushmen.

Note: Obviously, the discussion possibilities are many and varied, depending upon the responses and reactions of students. The preceding was simply suggestions.

Have students draw up a site map of some familiar place (such as a section of the school grounds, their yard, a park, the lunch area, etc.) using the site map of the ACSP materials as a model. Then present it to classmates for their interpretation in the same manner as the site map was.

Content for Unit II

II. Technology

A. How did man's use of tools evolve?

B. How does technology influence culture?

Note: Again, a working and usable definition of basic terms such as "technology" and "tools" should be developed through student-teacher discussion. Such terms could be added to the "dictionary of terms" referred to in the first unit.

References for Unit II

II-A: Stavrianos, Text, 62-64
Stavrianos, Readings, 42-59
Becker, 22.
ACSP Student Booklet, History as Culture Change, 11-13 (Record of this reading is available in the kit for this pilot study.) 21-30; 34.

II-B: Stavrianos, Text, 132-135
Stavrianos, Readings, 149-160; 171-176
Eisen (1) 124-126; 163-166
_____ (2) 2-14; 22-25

Bibliography for Unit II

Check bibliography for Unit I for early use of tools and its effect on man's life.
ACSP Teacher's Manual, 25-28
Washburn, Sherwood. "Tools and Human Evolution," "Scientific America." Vol. 203, No. 31, September, 1960.

Audio-Visual for Unit II

ACSP, Materials Kit: Recording related to readings in History as Culture Change, Student Booklet, 11-13
Prehistoric Man in Europe. M.P. (See audio-visual for Unit I.)
In the ACSP Materials Kit the following are usable:
1. Transparencies on tools, related to transparencies on skill development

2. Models of tools
3. Review of site map (See audio-visual for Unit I.)

Three Brothers (Shell Oil) To Show Technological Change. M.P.

Activities and Suggestions for Unit II

Lowie Museum in Kroeber Hall at the Berkeley Campus of the University of California has a continuing exhibit of Man in the Pleistocene Era. This is a possibility for a field trip or for teacher viewing for broader preparation.

Also, at the University of California, Berkeley, in the Life Science and Earth Science Buildings will be found permanent exhibits related to this Unit.

If field trips are impossible to arrange, these exhibits should be called to the attention of students and suggestions made that they be visited by them on their own time.

Many students have collections of Indian artifacts such as flints or arrowheads. These could be brought to class with student's cooperation, and a discussion of the method of their manufacture could be developed.

It is also possible to get "pebble" tools or rocks and have students experiment with making their own "chipped stone tools." This can be rewarding in giving the students a better idea of the difficulty in the development of this skill by early man.

Some students in this area have visited some of the regional digs. Their experiences in this activity can be used to advantage to bridge the tremendous span between ancient man and modern man, and at the same time, help to develop the concept of the vastness of the time span separating the two, and the painfully, but persistently slow progress made in the development of technology.

Content for Unit III

III. The Family and the Tribe

A. Why and how does man organize himself into families? Into tribes? Villages? City-states?

B. What are the "rites of passage" in different cultures (birth, death, marriage, puberty, etc.)?

C. How is culture transmitted through the family? The tribe?

D. What was the "neolithic revolution," and what was its effect on social and cultural patterns?

1. What values were retained?
2. What values were changed?

References for Unit III

III-A: Stavrianos, Text, 61-68; 88-101; 600-601
Stavrianos, Readings, 42-47; 406-419; 597; 598-600; 644-651; 734-798
Becker, 24-26; 112-116
Eisen (2) 54, 55
American Education Publication, Unit Book, 1965, 67: Anthropology in Today's World. 13-20.
ACSP Student Booklet, History As Culture Change, 15-57

III-B: Becker, 92-103
Eisen (1) 11-18
Note: Readings for III-A also cover this section of the outline.

III-C: See readings for III-A and III-B.

III-D: Fenton, 15-45
Mimeographed excerpts with questions from Michener, The Source
Stavrianos, Text, 677-681

Note: See readings for sections III-A, B, and C for section III-D, particularly those in the ACSP Student Booklet, as there is so much overlap; it is not satisfactory to fragment the readings to coincide with outline sections.

Bibliography for Unit III

Teacher's Manual for ACSP pilot study, 29-63
Michener, James. The Source, 85-171

Audio-visual for Unit III

Note: Since there is so much overlapping of the areas of the outline in the audio-visual material, no attempt has been made to key the materials specifically to the outline. Most of the titles of the materials give a clue to their contents.

Filmstrips: Epic of Man series:
Stone Age People Today (Australian Aborigines), I-B
Discovery of Agriculture, IV-A
Coming of Civilization (Sumer), V-A
Sequel to V-A, V-B
Egypt's Era of Splendor, VII
Eskimo Culture (Contrast of value systems), III-B
Lascaux Caves. F.S.
Bushman in the Kalahari - see Unit I ACSP Kit. F.S.
Hasanabad - ACSP Kit. F.S.

Charts and tablets in ACSP kit.

Tape Recordings: Ways of Mankind Series:
Legend of the Long House
Life of a Yurok
Stand-in for Murder
The Sea Monster and the Bride
The Repentant Horse Thief
The Reluctant Shaman
The Case of the Bamboo-Sized Pigs
Survival
I Know What I Like
Lion Bites Man
Laying Down the Law
The Isle Is Full of Voices
The Case of the Borrowed Wife
Forbidden Name of Wednesday
You Are Not Alone
The Coming Out
All the World's a Stage (role playing in society)

Note: All of the above tape recordings can also be used for Unit V.

Activities and Suggestions for Unit III

This is a unit in which students can participate through a discussion of family and group customs and traditions within the class group and with other culture and age groups. Out of such discussions, individual student projects can develop, such as tracing Christmas or holiday customs in their families--do they arise in the patrilineal or matrilineal line? Other customs that students enjoy discussing, and of which there is evidence of universal practice, relate to the "tooth fairy," superstitions for good or bad luck, family calls, games, riddles, rites of passage, etc. Most frequently, the areas for individual projects come from student questions. Generally, students of all ability groups can participate in this kind of activity, and again, generally, they enjoy their projects thoroughly.

Reading of folklore and myths, particularly those of creation, is an activity that students find interesting. These readings can be done in a comparative context. Oral tradition should be pointed out in connection with these kinds of readings. Practice in the doubtful accuracy of the transmission of information orally can be demonstrated through the old "parlor game" of whispering a sentence from one student to the next, and comparing the first sentence with the last one. Another way to demonstrate the discrepancy in oral transmission of information is through role playing. For example, students could assume the characters of persons of differing ages viewing an accident, and comparing the report and emphasis given to the happening by each age group. Only the imagination of students and teachers would be a limiting factor in finding role-playing activities. Confining these activities to the pertinency of the moment will help to clarify the past transmission of customs, traditions, and values.

Content for Unit IV

IV. Language

A. How did man's communication techniques evolve?

B. What are the major characteristics of language?

References for Unit IV

Note: Because of overlapping, no attempt has been made to key the readings to the separate sections of the outline.

IV: Stavrianos, Text, 79-80; 518-519; 591-592; 601; 669-670
Stavrianos, Readings, 46-51; 661-663; 100-102
Becker, 26-27; 122-123

Bibliography for Unit IV

History As Culture Change: Teacher's Manual, 43-49 (for use with charts and tablet)

Audio-Visual for Unit IV

Early Communications (sign language, signals). F.S.
Man on Record. F.S.
Charts and tablets on early Cuneiform writing in kit...ACSP.

Activities and Suggestions for Unit IV

Initial activities could include having students list as many different means of communication, other than oral or written language, that they can think of. The following discussions should try to elicit the advantages and disadvantages of these means of communication, hopefully arriving at the advantages of language, oral and written, as a necessary tool in communication.

It is suggested that the filmstrips listed for this unit be shown after the above discussions.

This unit lends itself to student reports on topics, such as the art of mediaeval manuscripts, the introduction of movable type and its revolutionary effect on society; inventions of flat bed, rotary, and/or four-color presses; the power of language (Is the pen mightier than the sword, or is it the inseparable companion of the sword?) the artistry of type design; the current communication revolution; the effect on society of instant communication. The possibilities of finding topics of interest to most all students are endless, as are the means of presentation. Student imagination and ingenuity in the latter area should be used to the fullest. If the acoustics of the classroom and/or the teacher's nerves can take it, drum communication might be demonstrated. It is not suggested, however, that any experimentation in smoke

signals be undertaken since insurance underwriters take a dim view of such activity, and insurance rates are high enough already.

Content for Unit V

V. Religions, Values, Ethics

A. Why does man have religion?
B. Who are man's gods?
C. What is the relationship between the determination of a society's values and ethics and its religious beliefs?

References for Unit V

Since this unit is one that requires considerable flexibility and adaptation to particular classroom situations, no attempt has been made to key readings to specific sections of the outline. The concepts suggested for development can be arrived at through comparison and contrast of various religions. Therefore, the readings are related most closely to such information.

Stavrianos, Text, 96-99; 104-109; 133-114; 117-119; 592-593; 702; 704-705
Stavrianos, Readings, 64-65; 82-85; 91-99; 636-393; 663-668
Becker, 28-32; 35-41
Eisen (1) 13-15; 21; 26; 91-96; 112-118; 127-131; 137-147; 149-153; 155; 160; 174-178
Fenton, 99-108

Bibliography for Unit V

Durant. The Age of Faith
Durant. Our Oriental Heritage
Durant. The Reformation
Frazer. The Golden Bough
Gaer. How the Great Religions Began
Hamilton. The Greek Way
LaFarge, Oliver. Laughing Boy (Navajo culture)
Time, Life, Inc. The World's Great Religions
Van Loon. The Arts (Chapter, "The Art of the Greeks," contains an interesting section on the Greek concept of their gods.)
The close relationship between religion and creativity makes many books on the latter adaptable and usable for this unit.

Audio-visual for Unit V

Epic of Man Series. F.S.:
Dawn of Religion, II-B
Mesolithic Age Today, III-B

Buma (Art and Religion in Africa). M.P.
Islam. M.P.
Totem Pole. M.P.

Activities and Suggestions for Unit V

Students could research religious practices and impact of non-western religion. The relation of folklore, myths, tradition to religious practices and beliefs could be discussed and researched.

Students could compare non-western and western religions with each other, seeking out similarities in basic beliefs.

The concepts of creation in different religious beliefs could be compared.

The relationship of religion and legal codes could be examined.

Students could examine their own sets of values, listing them in the order of importance to them as individuals, categorizing them as spiritual or material values, and then trying to relate their own values to their particular sub-culture and culture.

The Greek Orthodox Church on Lincoln Avenue will take small groups through the church and provide a guide, who does an admirable job of explaining the relationship of the religion to artistic expression. The church provides an admirable example of Byzantine art with its concept of the relationship between man and his god.

The Pacific School of Religion, Palestine Museum, provides an interesting exhibit and film for a field trip. It emphasizes archaeological explorations in Palestine, so it would be suitable for Unit I as well as for this unit.

Content for Unit VI

VI. Summarization: Man - His Culture and Civilization Re-defined

A. When does a culture become a civilization?

1. What are the components of culture?
2. What is a sub-culture?
3. What are the components of a civilization? How does it differ from a culture? How is it like a civilization?
4. Why do some cultures not develop into civilizations? Why are some cultures absorbed by other cultures and civilizations?

B. How does the interrelationship of technology, family, tribe, language, religion, ethics and values merge into a recognizable culture?

C. How can a high school student investigate a culture or sub-culture?

References for Unit VI

American Education Publications, Unit Book (1965, 67) Anthropology in Today's World. The entire booklet of 62 pages is applicable to this unit.
Review of readings of other units as needed or as applicable to specific projects.

Bibliography for Unit VI

Refer to Bibliography for other units.

Audio-Visual for Unit VI

A reviewing of some of the audio-visual suggestions for other units could be used at teacher's discretion.
We Came to America M.P.
Three Brothers M.P. -- See Audio-Visual Section of Unit II.

Activities and Suggestions for Unit VI

Suggested activities, pages 61 and 62 of Anthropology in Today's World (see references). Have students make a case study of a sub-culture differing from their own, using the methods of the anthropologist insofar as possible. Through student-teacher planning, arrive at methods of collection and form for presentation of data. Suggest preparation of pictures, tapes, etc.

PROPOSED ANTHROPOLOGY ELECTIVE
One Semester, 10th Grade - Plan II

Introduction

The approach to Plan II of the Anthropology Elective is, essentially, an extension of the three-week pilot study developed by the Anthropology Curriculum Study Project of the American Anthropological Association, supported by the National Science Foundation, and used by several teachers in the Oakland high schools during the 1968-69 academic year. As materials become available, the ACSP will make them available, in turn, to teachers using Plan II. There will be considerable supplementary readings and illustrative matter available at the beginning of the academic year 1969-70, and it is expected that by the beginning of the second semester all materials for the expanded curriculum will be available. Therefore, while the basic aims and objectives for the course will be the same, whether taught the first or second semester, the sequence and methodology will alter in the second semester. In-service training for teachers is planned when all materials are available.

For the purpose of this curriculum guide, however, we are concentrating on the first semester needs of the teachers of the Anthropology Elective. Obviously, there will be considerable transference of content and methodology from first to second semester, in spite of the rearrangement of sequence and addition of new materials.

Plan II for the fall of 1969 follows the teacher's manual for History As Culture Change: An Overview, published by the Macmillan Company. It will also use the materials in the kit and the student readings provided by the ACSP. We have, however, in looking ahead to the expanded project, rearranged the sequence of the presentation of materials and have added supplementary materials, both from new matter prepared by ACSP and those suggested for segments of Plan I. The additions are keyed to the plan in the ACSP teacher's manual.

To the Teacher: It is suggested that the teacher familiarize himself with the teacher's manual, particularly the notes to the teacher found at the close of each topic. They are of particular value to the teacher who is teaching anthropology to high school students for the first time. It will be noted that day-by-day plans for each topic, together with student objectives for each lesson, are given. However, the time required to present each topic and achieve the desired objectives is meant to be very flexible and entirely up to student needs as determined by the teacher. It is possible that many of the suggested homework readings for students will have to be accomplished in class time, due to the limitation of the supply of student readings, and this, in turn, will require an adjustment in the time allowance for each topic.

Page numbers used in this proposed plan refer to the teaching manual for History As Culture Change: An Overview.

Pages 77 through 92 of the teacher's manual contains suggested measures keyed to specific student objectives which the teacher will find helpful as they are presented, or adapted to the particular needs of the students.

Some of the suggestions and activities found in Plan I, particularly those for Units I, II, III, and VI might be adapted to appropriate areas in Plan II. However, it is suggested that the teacher adapt them very carefully to the overall conceptual approach and methodology of Plan II if he or she chooses to use them.

Topic I: Study of Very Early Human Societies: Pages 1 through 19.

No additional materials from ACSP will be used for this topic in the fall semester.

A suggested alternative in the use of the filmstrip on the Kalahari would be to show the filmstrip, after the study and discussion of the site map, without the use of the accompanying record the first time, to ascertain the ability of students to make the relationship between the site map and filmstrip. After discussion, filmstrip and record could be used together.

The Audio-Visual Department of the Oakland Unified School District has ordered a motion picture film called, "The Hunters", and another called "The Bushmen of the Kalahari", both of which could be shown at this time to reinforce the concept of the hunter-food gatherer society.

In The Epic of Man Series of filmstrips, I-B, "Stone Age People Today" (Australian Aborigines) and III-B, "Eskimo Culture", could be used if the teacher feels additional audio-visual material would be beneficial in achieving student objectives.

Topic II: Evidence of Change in Man and Culture During Pleistocene: Pages 20 through 31.

The materials on the following page, keyed by area and page, will be supplied by ACSP for the fall semester.

The Search for Our Ancestors (optional value) Student reading, with notes and suggested methodology for teacher.
How To Know An Ancestor When You Find Him (recommended) Student reading, illustrated, with notes and suggested methodology for teachers.
Form and Function (Recommended for use with caution. Teacher should be very familiar with teacher notes and methodology before presenting this reading to students.) Not illustrated.
Evolution: Process of Change: (recommended) Student reading, illustrated, with notes and suggested methodology for teacher.
Will The Primate With Culture Please Stand Up? (recommended) Student reading with notes and suggested methodology for teacher. Not illustrated.

Instructions will be given to teachers on how to play the "marble game". Teachers will have to supply the two colors of marbles.

There is also a possibility that material, written and illustrated, on absolute and relative dating will be available by the time the teacher reaches this point in the presentation of material.

Topic III: Jarmo: Evidence of a Revolution In Culture: Pages 32 to Note A, page 38.
(Charts on pages 38, 39, and 40 will be used in the next topic.)

No additional material for this topic from ACSP will be ready for the fall semester, with the possible exception of a summary chart with drawings of the imagination of early man.

The materials kit for Plan I will include an excerpt reconstructing the neolithic revolution taken from The Source by James Michener. The excerpt is accompanied by suggested questions, and the teacher might find this usable as supplementary material at this point.

From the Audio-Visual Department of the Oakland Unified School District the following could be used for this topic:
Pre-historic Man in Europe M.P.
Cave Art at Lascaux M.P. and F.S. available

Topic IV: Status and Role in the Study of Human Societies:

This topic will be covered with new readings and materials being prepared by ACSP at the time of the preparation of this curriculum proposal. The coordinator from ACSP, who is working closely with Oakland schools on this curriculum, is reasonably confident the materials will be ready by the time the teacher reaches this topic. The materials will include the following items for illustrative and discussion purposes:

Overhead transparencies
Blackline Masters
Recorded Interview
Filmstrip and script
Recorded folk tales and music
Printed stories

The charts on pages 38, 39, and 40 of the teacher's manual can also be used at this point, but will require a brief review of Jarmo for the greatest effectiveness.

Topic V: A New Kind of Society: Civilization: Pages 41 through 49.

No additional information from ACSP is anticipated at the time of the preparation of this curriculum guide.

Audio-visual materials available from that department of the Oakland Unified School District which could be used as supplementary, if the teacher requires more than what is provided in the ACSP kit, are the following:

Epic of Man Series Filmstrips
Coming of Civilization (Sumer), V-A
Sequel to V-A, V-B
Egypt's Era of Splendor, VII

Topic VI: A New Kind of Society: Tribes

At the time of the preparation of this proposal no new material from ACSP could be previewed, but it is expected that some will be available by the time the teacher reaches this point. A review of the tribal structure of the Kalahari and the Australian aborigines could be undertaken at this point, incorporating into the discussion and activities the objectives developed in Topic IV on status and role.

Topic VII: Culture as Adaptation to Complex Social Systems: Peasants: Pages 50 through 65.

There is a possibility of additional materials from ACSP for this topic, though description of such is not available at the time of the preparation of this guide.

Topic VIII: Problems of Culture Change: Pages 65 through 76.

See note for Topic VII.

Location and Contents of Exhibit Cases in Lowie Anthropology Museum
Man in the Pleistocene
Permanent Exhibit, Kroeber Hall, University of California, Berkeley Campus

Entrance Hall and Left Exhibit Room, Viewing from Right to Left

1. Fracture of Stone
2. Manufacture of Stone Tools
3. Early Stone Age in Africa--Australopithecus and the Pebble Tool Culture in the Lower Pleistocene
4. Early Stone Age in Africa--Homo Erectus and the Acheulean Industrial Complex
5. Middle Stone Age in Africa
6. Late Stone Age in Africa
7. Southwest Asia--Lower and Middle Paleolithic
8. Southwest Asia--Upper Paleolithic and Mesolithic
9. Europe--Lower Paleolithic
10. Europe--Middle Paleolithic
11. Europe--Upper Paleolithic
12. Lascaux Cave Art
13. Neolithic and Bronze Age Cultures
14. Metal Age Cultures

Anthro-Room #2 to the Right of Entrance, Viewing from Left to Right

1. Africa--Skulls and bone fragments
2. Asia---- " " " "
3. Europe-- " " " "
4. Naga Ed-Der Tomb 7522 (Pottery Dating)
5. El Ahaiwah Tomb 159 " "
6. Naga Ed-Der Tomb 7304 " "
7. Skeletons--Canine and New World Monkey
8. Order of Primates Chart and skeletonal examples
9. -10. Skeletons of Baboons, Gibbons; skeleton of homo sapiens in three sections--(Pull yourself together, man!) Skulls of Baboon, Gorilla, Lion
11. Photographs of Baboons, Lions, Elephant, Giraffe in native habitat

BIBLIOGRAPHY

Key	Reference
Stavrianos - Text	Stavrianos, Leften. A Global History of Man. (Boston, Allyn and Bacon, Inc., 1962).
Stavrianos - Readings	Stavrianos, Leften. Readings in World History. (Boston, Allyn and Bacon, Inc., 1965).
Schwartz	Schwartz, Melvin. Exploring a Changing World. (New York, Globe Book Company, 1966).
Fenton	Fenton, Edwin. 32 Problems in World History. (Glenview, Ill., Scott, Foresman & Co., 1964).
Eisen (1)	Eisen, Sydney. The Human Adventure. Vol. 1. (New York, Harcourt, Brace & World, Inc., 1964).
Anthropology Curriculum Study Project	History as Culture Change. Prepared by Anthropology Curriculum Study Project. (New York, Macmillan Co., 1968). (ACSP)
Joy	Joy, Charles (ed.) Emerging Africa. (New York, Scholastic Magazines, Inc., 1962) Scholastic World Affairs Multi-Text Series.
Scholastic Magazine	The Soviet Union. (New York, Scholastic Magazines, Inc., 1962) Scholastic World Affairs Multi-Text Series.
Alexander	Alexander, Robert. Latin America. (New York, Scholastic Magazines, Inc., 1964) Scholastic World Affairs Multi-Text Series.
Bell	Bell, Oliver. The Two Chinas. (same as above)
Snyder	Snyder, Louis. Western Europe. (same as above)
Kublin	Kublin, Hyman. The Rim of Asia. (same as above)
Lengyel	Lengyel, Emil. India. (same as above)
Becker	Becker, Carl. The Past that Lives Today. (New Jersey, Silver Burdett Co., 1961).

The following readings which Accompany World History-Geography (World Studies), Soc. Sci. 1969-9, will be helpful:

Leakey. Finding the World's Earliest Man, Reading #3.

Benedict. The Races of Mankind, Reading #4.

Michener. Excerpts from the Source, Reading #5.

READING TO ACCOMPANY COURSE OUTLINE:
WORLD HISTORY-GEOGRAPHY (WORLD STUDIES)

Readings

		Page
Reading No. 1	The Ideas of Darwin	1-6
Reading No. 2	Inherit the Wind	7-19
Reading No. 3	Finding the World's Earliest Man	20-30
Reading No. 4	The Races of Mankind	31-37
Reading No. 5	Excerpts from The Source	38-39
Reading No. 6	African Religion	40-43
Reading No. 7	African Arts "Sculpture"	44-47
Reading No. 8	The Work of Michelangelo	48-50
Reading No. 9	Moslem Architecture	51-53
Reading No. 10	The First Book of Jazz	54-55
Reading No. 11	The Story of Jazz	56-62
Reading No. 12	The Chili Parlor Interview	63-68
Reading No. 13	African Music	69-71
Reading No. 14	The Judge	72-74
Reading No. 15	Community Development	75-80
Reading No. 16	Urban Life	81-83
Reading No. 17	The Mexican Revolution	84-85
Reading No. 18	The Mexican Story	86-87
Reading No. 19	My Art, My Life	88-91
Reading No. 20	The Underdogs	92-94
Reading No. 21	New Lanark	95-97
Reading No. 22	Sweden's Social Welfare	98-103
Reading No. 23	Behind the Facade of Sweden's "Great Society"	104-105
Reading No. 24	Socialism in Tanzania	106-138

TEACHER COMMENTS

Strengths
Weaknesses
Suggested Additional Materials